DOCUMENT RESUME

ED 436 760 CS 013 814

| | |
|---|---|
| TITLE | Position Statement on Reading: National Council of Teachers of English. |
| INSTITUTION | National Council of Teachers of English, Urbana, IL. |
| PUB DATE | 1999-08-00 |
| NOTE | 6p. |
| AVAILABLE FROM | National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (free, stock #36516). Tel: 800-369-6283 (Toll Free); Web site: <http://www.ncte.org>. |
| PUB TYPE | Opinion Papers (120) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Primary Education; Professional Development; *Reading; *Reading Instruction; Reading Materials; *Reading Processes; Teacher Role |
| IDENTIFIERS | National Council of Teachers of English |

ABSTRACT

This pamphlet presents a position statement by the National Council of Teachers of English on reading, suggesting that reading is a complex act of constructing meaning from print. It argues that during interactions with other readers, people learn to read critically, to question what they read, and to respond in a certain way. To make sure that all individuals have access to the personal pleasures and intellectual benefits of full literacy, the pamphlet argues that society and schools must provide students with (1) access to a wide range of texts; (2) ample time to read a wide range of materials; (3) teachers who help them develop an extensive repertoire of skills and strategies; (4) opportunities to learn how reading, writing, speaking, and listening support each other; and (5) access to the literacy skills needed in a technologically advanced society. It also suggests that all teachers need an extensive knowledge of language development; all administrators need to secure funds and provide opportunities for professional development; and all educational stakeholders need to understand that they can best support beginning and advanced readers by participating actively in public conversation about the goals of literacy learning. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 760

# Position Statement on Reading: National Council of Teachers of English.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M A Myers
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



CS 013 814

**Furthermore, NCTE believes that . . .**

- all teachers need to develop an extensive knowledge of language development, a thorough knowledge of all the language arts—including reading and a repertoire of teaching strategies deep and broad enough to meet the needs of every student;
- all administrators need to secure funds and provide opportunities for professional development; and
- all educational stakeholders—educators, policy makers, and the general public—need to understand that they can best support beginning and advanced readers by participating actively in public conversation about the broad goals of literacy learning while acknowledging teachers as curricula decision makers.

8/99

Single copies of this statement are available free upon request, and may be copied without permission from NCTE. Multiple copies are available at a bulk rate of U.S. $7 per 100, prepaid only. Stock # 36516. Send request to NCTE Order Department, 1111 W. Kenyon Road, Urbana, IL 61801-1096.

***Adopted by the NCTE Executive Committee February 1999***

Executive Committee at the time of adoption:

Joan Steiner,
Jerome Harste,
Anne Ruggles Gere,
Sheridan Blau,
Kathryn Egawa,
Richard Luckert,
Gwendolyn Henry,
Yvonne Siu-Runyan,
Charleen Silva Delfino,
Elizabeth Close,
Kathie Ramsey,
Kathleen Blake Yancey,
Nancy McCracken,
Louann Reid,
Victor Villanueva, Jr.,
Pat Cordeiro,
Ben Wiley,
Keith Gilyard,
Faith Schullstrom,
Executive Director

NCTE
National Council of Teachers of English
1111 W. Kenyon Road
Urbana, Illinois 61801-1096

# National Council of Teachers of English

# Position Statement on Reading

# NCTE
## Position Statement on Reading

Reading is the complex act of constructing meaning from print. We read in order to better understand ourselves, others, and the world around us; we use the knowledge we gain from reading to change the world in which we live.

Becoming a reader is a gradual process that begins with our first interactions with print. As children, there is no fixed point at which we suddenly become readers. Instead, all of us bring our understanding of spoken language, our knowledge of the world, and our experiences in it to make sense of what we read. We grow in our ability to comprehend and interpret a wide range of reading materials by making appropriate choices from among the extensive repertoire of skills and strategies that develop over time. These strategies include predicting, comprehension monitoring, phonemic awareness, critical thinking, decoding, using context, and making connections to what we already know.



As readers, we talk to others about what we are reading. These interactions expand and strengthen our comprehension and interpretation. In these interactions, we learn to read critically, to question what we read, and to respond in a certain way.

**We learn to ask:**

- *What is this text trying to do for me?*
- *Who benefits from this point of view?*

These questions help us uncover underlying assumptions and motives that otherwise operate invisibly.

In order to make sure that all individuals have access to the personal pleasures and intellectual benefits of full literacy, NCTE believes that our society and our schools must provide students with:

- access to a wide range of texts that mirror the range of students' abilities and interests;
- ample time to read a wide range of materials, from the very simple to the very challenging;
- teachers who help them develop an extensive repertoire of skills and strategies;
- opportunities to learn how reading, writing, speaking, and listening support each other; and
- access to the literacy skills needed in a technologically advanced society.